DOCUMENT RESUME

ED 109 288 UD 015 328

AUTHOR Wood, Kenneth N.
TITLE LinC Semester: A High School Education Option. Report and Recommendations to the Detroit Education Task Force From the Education Committee.
INSTITUTION Detroit Education Task Force, Mich.
PUB DATE Mar 74
NOTE 40p.

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS *Community Involvement; Curriculum Development; Educational Change; Educational Objectives; Educational Programs; *Field Experience Programs; High School Curriculum; *High Schools; *Program Proposals; Relevance (Education); School Community Relationship; Student Projects
IDENTIFIERS *Detroit; Michigan

ABSTRACT

It is held that the proposed Learning in Community (LinC) program, if introduced into Detroit high schools, will address the major concerns of Detroit citizens for educational achievement by significantly increasing the meaning and motivation the student brings to school. This plan was, it is reported, unanimously endorsed on November 7, 1973, by the Education Committee of the Detroit Education Task Force. There are, it is stated, three general goals to be fulfilled by LinC. The first of these is to increase the opportunities for high school aged youth to be involved in the solution of real problems in the real world as a recognized part of their education. The second goal is to modify the regular high school curricula to include options for field experience education in community development. The third goal is to link high schools with their respective attendance area communities in the type of creative interface which results in educational excellence and community development. LinC is said to be a program of single semester full time, fully credited intensive involvement in out-of-the-classroom guided learning experiences focused on those needs and problems of the community which touch youth. All LinC activities are said to be carried out in teams or groups. (Author/JM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED109288

LinC Semester

A High School Education Option

REPORT AND RECOMMENDATIONS

TO

THE DETROIT EDUCATION TASK FORCE

from

THE EDUCATION COMMITTEE

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Prepared by

Kenneth N. Wood, NPEL Fellow

March 1974

UD 015328

TABLE OF CONTENTS

I Recommendations

II Introduction
- A. Community input
- B. LinC taps neglected resources
- C. LinC responds to fundamental questions

III The LinC Concept
- A. Goals
- B. Program and rationale

IV The Application of the LinC Concept

V LinC Senarios

VI Appendices
- A. Relevant Michigan and Detroit Goals
- B. A Rationale for the Incorporation of Field Experience Education into Schools
- C. A Comparison of the LinC Concept with Other Out-of-Classroom Programs
- D. A Model LinC Organizational Outline
  1. Structure
  2. Target Population
  3. Program
- E. Glossary

"Schools and community are inter-dependent. Students, staff, parents, and other citizens must discover and build upon their common purposes and share their special understandings and competencies to re-establish the core linkage of community life and school life." Detroit Educational Goals (V)

INTRODUCTION

On November 7, 1973 the Education Committee of the Detroit Education Task Force unanimously endorsed a plan to examine current opportunities and needs for field experience education for Detroit high school people. The following is a report and recommendations based on that inquiry.

Community Input

Over fifty Detroit citizens were personally consulted including students, teachers, principals, gang leaders, community workers, social agency staff, educators, youth workers, a variety of school professional staff and others. The fruit of this dialogue over the months is not some new technique or method. What has evolved is the articulation of a general consensus and a particular concept.

The general consensus on the part of those interviewed was that solutions to school problems cannot be divorced from the attempt to solve community problems. The particular concept is an educational program idea called LinC (Learning in Community) which, if introduced into Detroit high schools, will in a most fundamental way address the major concerns of Detroit citizens for educational achievement by significantly increasing the meaning and motivation the student brings to school. At the same time it will make a significant contribution to the development of Detroit as a vital city.

LinC Taps Neglected Resources

LinC is capable of tackling such a comprehensive task because it will draw upon extensive but relatively untapped resources. The first neglected resource is youth themselves.

Over 50% of Detroit youth who are enrolled in the ninth grade do not graduate from Detroit high schools and over 50% of Detroit youth not in school are unemployed. This represents approximately 25,000 young adults who are not involved in education nor are they involved in productive work.

The second resource is the city. It is estimated that over 75% of the educative resources within the attendance area of any Detroit high school are not being used for educational purposes. These people, places, organizations, agencies, tasks and tools at one time in the history of our country represented the major educative resource for learners. They remain a valuable educational resource. Albeit untapped, neglected and wasted.

Detroit cannot afford to overlook her most vital resources if Detroit intends to develop viable public education and a viable community.

LinC Responds to Fundamental Questions

First of all LinC attempts to provide an adequate response to the basic question "In what kind of world and city do we want to live?" LinC represents a step in the direction of a world and city where communication between individuals, groups and cultures flows more freely, where collaboration between alienated and competing

forces becomes more common and where development of persons, institutions and communities is regarded as a fundamental human activity.

Second, LinC is an attempt to answer the question "What are appropriate environments in which youth can grow into adults who contribute to the development of their community?" LinC responds by suggesting that the real problems and possibilities within the real world of the attendance area of each high school is the appropriate environment for the education of Detroit youth in the ways that will contribute to the development of the community.

The third question is one posed by those relevant Detroit and Michigan educational goals sighted in Appendix A. "How can we re-establish the core linkage of community life and school life?" The LinC response suggests the incorporation into the regular high school curriculum of a style of communication and collaboration between community and school which focuses upon the guided and constructive involvement of high school students in the development of their respective communities.

THE LINC CONCEPT

There are three general goals to be fulfilled by LinC. The first of these is to increase the opportunities for high school aged youth to be involved in the solution of real problems in the real world as a recognized part of their education.

The second goal is to modify the regular high school curricula to include options for field experience education in community development.

The third goal is to link high schools with their respective attendance area communities in the type of creative interface which results in educational excellence and community development.

LinC Program and Rationale[1]

1. LinC is one semester of full time, fully credited intensive involvement in out-of-the classroom guided learning experiences focused on those needs and problems of the community which touch youth.

   Rationale. The optional full time semester's involvement for senior high school age students together with an appropriate compliment of high school professional staff allows for a necessary concentration of effort in order to "get into" learning in community. Patterns which have resulted from participation in an occasional field trip or the afternoons spent in distributive or cooperative education must be expanded to incorporate a more creative and comprehensive approach to field experience learning.[2]

   A full semester's credit will be given for the LinC Semester by the high school because the semester will incorporate appropriate seminars, instruction and other educational techniques to insure that learning is an expansion of and a compliment to what has preceded LinC and what will follow LinC in the classroom.

---

[1] See Appendix B for a more fully developed rationale.

[2] See Appendix C for comparisons with other educational options.

The intensive involvement in those problems, issues and concerns which touch on the lives of youth will result in what is perhaps the major benefit of LinC. Students will have a chance to develop a sense of meaning--a road map--as they explore in teams matters that are important to them and to their community. The resulting sense of their own meaning and importance will be a major motivating factor in their continuing education.

2. LinC is the introduction into the regular curriculum of the high school of increased meaning and relevancy through guided educative experience in the community.

Rationale. LinC is not designed to compete with the regular high school program. It will introduce into every classroom, every program and into the high school itself a richly meaningful, highly educative alternative resource as teacher and students return to the classroom following their community-based LinC experience.

Creative teachers will have no difficulty finding ways to modify their classroom approach to incorporate these resources. Many teachers will want to support their students and help them to learn from community activities which the student may want to continue beyond the LinC Semester.

3. LinC is the utilization of a wide range of community resources for learning.

Rationale. It is not easy for people who have depended so

long on the classroom as the nearly exclusive environment for schooling to identify and exploit the myriad of educative resources within every community. LinC is conceived to be the kind of specialized program which will pursue that goal. Each region and each high school will need to develop a LinC structure and support system, unique to their respective circumstance, which will foster the exploitation of the attendance area and beyond for learning purposes. The number, extent and value of these educative resources is unlimited. Detroit has within its schools presently the talent to tap them.

4. LinC = Learning in Community.

Rationale. Basic to the LinC concept is the intention that all LinC activities will be carried out in teams or groups. Communication and collaboration rather than isolation and competition are the emphasis as students and teachers join with others working for the improvement of the community in finding solutions to real problems. In the schools and in the community cooperation is necessary for survival. LinC will foster a spirit of cooperation through its emphasis on team effort.

LinC = Learning in the Community.

Rationale. LinC will function primarily within the participating schools' attendance area as students take real responsibility for real problems, needs and opportunities

concerning the development of that area.

According to recent research at Syracuse University, over 85% of that which we learn comes from sources external to the classroom. LinC will attempt to exploit that learning for all it is worth and relate it to classroom learning in order to increase the total educational achievement of the student.

LinC = Linkage.

Rationale. Someone has aptly described modern cities and their educational systems as "a cacophony of splintered jurisdiction". LinC is an instrument which will enable both students and schools to bridge the gaps between school and community, between university-college and school, between student and teacher, between local and metropolitan, between academic and experiential. Learning itself is a matter of forming linkages in the learner's mind. As students are involved in the linking activity made possible by LinC, their education will take on a new and dynamic meaning.

THE APPLICATION OF THE LINC CONCEPT

Appendix D is an outline of one possible structural model for LinC. It describes a way of including all those who have a primary interest in LinC's success in a shared process of governance. As a structural outline of the LinC concept in macro as well as in micro view, it may be a helpful reference for those who are involved in

the implementation of LinC on the central, regional and local levels. Only as LinC grows from the ground up can it be determined which local, regional and city-wide supportive structures and services will be necessary and helpful.

A few of the structural features that are believed to be fundamental to the LinC concept, in addition to those already suggested above, are the following.

1. Maximum participation of community, students and school staff in the design and operation of LinC.

2. The development of general system-wide guidelines for LinC which support the integrity of the LinC concept and its systematic growth.

3. The establishment of a support system at various levels for purposes of specialized training and coordination.

4. The establishment of a student selection procedure which insures heterogeneous participation and guards against LinC becoming either a "dropout" or an "honors" program.

5. The development of a plan which encourages the eventual adoption of LinC experiences into the mainstream of the high school curriculum.

6. The incorporation of adequate orientation of LinC Semester participants in the previous semester(s) and follow-up in the semesters which succeed the LinC Semester.

LINC SENARIOS

Senario 1

A Detroit organization housed within the attendance area of a participating high school and dedicated to the development of musical talent and appreciation in Detroit young people makes an agreement with twelve students and a teacher to work together on a

project. The agreement includes access to the organization's meeting rooms and at least one organization staff person for approximately three hours each day. It also states that the LinC team will be involved in experiences which both grow out of the team's interests in music and are consistent with the objectives of the organization. By prior agreement Wayne County Community College participates with the team in the selection of a college intern to work with the team during the semester.

During the LinC Semester the team is involved in:

Meeting, talking with and working with successful musicians and recording artists.

Studying and writing lyrics.

Experimenting with music composition.

Researching and video taping local cultural variations in musical expression.

Researching Detroit musicians past and present.

Working as interns with Detroit recording companies and music publishing houses.

Visiting Detroit libraries and museums for historical and cultural information.

Working behind the scenes at Detroit musical productions.

Arranging for a local concert to benefit local musicians and raise money for LinC team trips.

Planning and carrying out a program at area elementary schools on local musical culture.

Writing a report for community and city newspapers.

Traveling to New Orleans to explore and video tape a study of the origin of soul music.

Exploring the economics and legal concerns relating to a career in music.

Holding seminars for information sharing and discussion.

Assisting team members with basic skills as necessary for team performance.

Follow-up

One student is turned on to a study of creativity and with the help of a teacher is involved in a college course on creativity at Wayne State.

One student becomes the apprentice of a Detroit craftsman who manufactures guitars.

A musical group is formed and continues a close relationship with the organization.

All participants have stronger motivation and a clearer sense of direction as they continue to function in school and in community.

The increased awareness on the part of both teachers and students of area educative resources results in increased relevancy in the classroom.

Senario 2

A local organization concerned about housing conditions enlists the help of a LinC Semester team on a project related to the improvement of local housing. The team spends the semester prior to LinC Semester exploring the subject, planning and preparing. The assistance of a Wayne County Community College intern is secured. During the LinC Semester the team is involved in the following activities.

They work with the organization in an effort to document the needs in their neighborhood.

A part of the group spends its afternoons working with a local retired carpenter in remodeling a city-owned house

in the neighborhood. A room in the house becomes a meeting place for the team during the semester.

Three team members do a study of city, state and federal policies concerning housing improvement and development.

In consultation with the Department of Architecture at Wayne State a study is made of relevant styles of housing architecture.

Visits and video tapes are made of planned community sites in the mid-west and eastern U.S.A.

The cooperative housing enterprise in Detroit is studied.

A day is spent in Lansing with the State Housing Authority and Detroit legislators.

A study is made of housing projections for Detroit's future, including Detroit Renaissance.

A video tape presentation on the semester's findings is made available for use at the high school and in the community.

A booklet is published for use of local people outlining opportunities for housing improvement.

An article on their semester's findings and impressions is written for publication in community and city newspapers.

Seminars are held to share information, solve problems, and discuss experiences.

Team members are tutored in basic skills as required.

Follow-up

Success with tools turns one student on to a career in carpentry.

Experiences with the Carpenters' Union stimulates interest on the part of one student who does independent study for social studies credit on the role of unions in society when he returns to the high school.

Success with writing, research and video technology turns three students on to school and career.

One student is excited by what he saw in architecture.

Nearly everyone has come to feel a deeper interest in his/her community and several are committed to its continuing improvement.

Basic concerns in housing are expressed and discussed in several classrooms as a result of this LinC Semester experience.

Senario 3

A LinC team made up of several high school student parents and others who have pre-school brothers and sisters is concerned about opportunities in their community for pre-school children. They link up with a social agency in the neighborhood which suspects that there is a need for child care services but has not had the time nor resources to document the need. They agree on a project which includes space for the team to meet at the agency. They spend several months in school getting ready. A college intern is secured to work with the team. When the LinC Semester begins they engage in the following tasks.

The team meets with staff from Wayne County Community College and Merrill Palmer in the design of a survey instrument.

A survey regarding the needs is made and resulting information is pulled together in usable form.

Visits are made to exemplory day care centers. Critical scenes and interviews at the centers are video taped.

City, county, state and federal policies are reviewed.

Visits are made to key legislators.

A Detroit day care association is visited.

Several of the team members work as interns in a nearby day care center. They engage the entire team in a search

for equipment for the center.

A video tape program is developed drawing upon the group's experiences and designed for use by the agency in cultivating local interest.

An article is written for publication in community and city newspapers.

Seminars are held each week to share information, solve problems, and discuss experiences.

Team members are tutored in basic skills as needed.

Follow-up

Several students become interested in a career in child development.

Student-parents are exposed to new insights in child care.

Success has encouraged some team members to continue working toward change in their community.

A day care center is organized in unused space in a local school.

The team is helpful in getting family life education expanded in their school.

Senario 4

Each year a local industry sustains losses of over $20,000 from vandalism to windows, vehicles and other property. The industry hears about the LinC Semester program and agrees to get involved. A number of students and a teacher at the high school become interested in the project and form a team to study the problem and suggest ways to solve it. The industry is willing to share information about the operation of the industry. They make available space for the team to meet and are willing to turn money saved as a

result of the project over to the high school for the support of other LinC projects. After appropriate orientation and selection of a college intern during the preceding semester, the LinC team is involved as follows.

Six of the industry's top executives in various departments agree to a one-month student internship for purposes of familiarizing the LinC team to the company's operations.

The team makes several charts showing various aspects of the industry's function.

A survey of the company's image among neighborhood youth and adults is made.

A problem-solving process is used by the LinC group to arrive at suggestions for the solution of problems that exist between the community and the industry.

A report on the team's findings is written for the president of the industry. The industry president and the LinC team agree that the team's activity would make an interesting story for public viewing. Together they explore possibilities. A Detroit T.V. station does a program with the LinC team using several scenes video taped by the students.

Weekly seminars are held for information sharing, problem solving and discussion of experiences.

Team members support one another in gaining basic skills required by the projects.

Follow-up

At the end of the following year the industry turns over $10,000.00 to the high school because of reduced vandalism.

The industry's computer and laboratory are made available "off hours" for school use.

Several youth have job offers when they graduate.

An unused building is turned over to the community for a community center.

All who were involved in the project gain new insight on the role of industry in the community.

SUMMATION

In these pages (and the appendices which follow) a new educational option is proposed for the young people of Detroit. It is fresh as tomorrow and old as mankind. It incorporates learning by doing, exhaustive inquiry, and growth through collegial criticism. It will be tough and demanding. It is not "soft" education. It will exact more from teachers and students than conventional learning. It requires new forms of appraisal, more comprehensive than conventional methods. And at its core is motivation. Intrinsic, self-centered, demanding; extrinsic, peer centered, and demanding.

Experimental? Yes. Traditional? Yes. It has unusual promise. Implementation will require the best that thoughtful, human centered persons can produce.

APPENDIX A

RELEVANT MICHIGAN AND DETROIT EDUCATION GOALS

"Michigan Education must create an educational environment which fosters the development of mature and responsible citizens with the. . full sense of social awareness and moral and ethical values needed in a heterogeneous society. It must encourage critical but constructive thinking and responsible involvement in the resolution of the problems of our society.

"Michigan Education must encourage and prepare the individual to become responsive to the needs of an ever-changing social, economic and political environment. .each individual should be exposed, as fully as possible, to the adult working world and adult values to enable more thoughtful and meaningful decisions as to career choice and preparation.

"Michigan Education must foster the development of the skills of creative and critical thinking to enable the individual to deal effectively with situations and problems which are new to his experience in ways which encourage him to think and act in an independent, self-fulfilling and responsible manner.

"Michigan Education must provide, on a continuing basis to each individual, opportunity and encouragement to gain. . .experience in the area of the natural sciences, the social sciences, the humanities and the creative and fine arts so that his personal values and approach to living may be enriched by these experiences.

"Michigan Education must respond to each person's need to develop a positive self-image within the context of his own heritage and within the larger context of the total society.

"Michigan Education must provide for each individual an understanding of the value systems, cultures, customs and histories of others. Each student must learn to value human differences, understand and act constructively upon current social issues, participate in society and government while seeking to improve them. . . Each person must learn to develop and maintain effective inter-personal relationships."

Detroit

"He will understand group organization, group strength, and division of labor; he will learn techniques of achieving consensus, minority protection; conflict resolution, group trust, and group support; he will understand the importance of participation and involvement; he will develop skills in working in various roles as a group member.

"He will understand world problems of war, poverty, environment, racism, and population; he will seek to build an open society with equal opportunity for all at the community, national and world levels; he will see himself as partly responsible for others as well as himself; he will participate in community and political affairs, working cooperatively with others on social problems.

"Teaching and learning methods will place the student increasingly in control of his own learning by inquiry, discovery, involvement in planning, independent study and self-directed activities, especially

in the secondary schools.

"Learning will be exciting, built on first-hand experiences, vigorous discussions, relevant content, and current social problems; learning will extend beyond covers of books and walls of classrooms, and employ new media and methods of learning.

"Schools and community are inter-dependent. Students, staff, parents, and other citizens must discover and build upon their common purposes and share their special understandings and competencies to re-establish the core linkage of community life and school life."

APPENDIX B

RATIONALE FOR THE INCORPORATION

OF FIELD EXPERIENCE EDUCATION INTO SCHOOLS[1]

In recent years, teachers, psychologists, educators, and school administrators have been increasingly outspoken on the need to re-introduce into the educational process some viable form of experi-**ential** learning. Abraham Maslow states the case clearly:

> My thesis is that experiential knowledge is prior to verbal-conceptual knowledge, but that they are heirarchically integrated and need each other. No human being dare specialize too much in either kind of knowing. The two kinds of knowledge are necessary to each other and under good circumstances should be intimately integrated with each other. (Maslow, The Psychology of Science)

Detroit's system of schooling is especially well suited to the integration of community-based field experience education with classroom instruction. Community resources are abundant and talented teachers are available. To do this, that which is implicit in Michigan and Detroit goals must be made explicit as it is translated into program. Secondary schooling must move out into the city, out into the real world, into the adult world.

James Coleman goes to the heart of the matter when he says:

> The school of the future must focus on those activities that in the past have largely been accomplished outside the school. The school must be integrated with service organizations, such as those providing medical services, so that the young can help in them. Since the schools'

[1] A recent and more complete treatment of this subject may be found in Coleman, James S. Youth: Transition to Adulthood, University of Chicago Press 1974.

> function will no longer be to protect the child from society, but rather to move him into it, the school must be integrated with these other organizations of society and not insulated from them. (J. Coleman, "The Children Have Outgrown the Schools" from Psychology Today, Feb., 1972, p. 75.)

Young people in America today need to feel useful. They need to become aware, through experience, that their learning means something in their lives as citizens, as workers, and as caring human beings--not just later, but now. The recent lowering of the voting age to 18 years means that students, by their final year in high school, have become politically enfranchised. In almost every other sense, however, they remain disenfranchised, outside, and out of touch with the adult world. Within the routine of classroom learning, students cannot become adequately involved in the practical, economic, and human dimensions of society into which they will soon be thrust.

Within a few blocks of nearly every Detroit high school are dozens of educative resources that can be exploited for student learning. The enormous task of educating Detroit's citizens is not one that can be accomplished in isolation from these resources. To attempt to do so would be like attempting to meet one's consumer needs at Hudsons' while never stepping out of the book department.

Who we are and how we can be effective in life's work are best learned through direct experience. The direct involvement of young people in the daily work of professionals, executives, craftsmen, government officials, business men, workers and other adults,

provides significant mutual advantages and develops understanding and trust. Such experiences help young people to define personal limits, possibilities, strengths, values and commitments as they are encouraged to look, ask, think, choose and act in relation to real-world experiences and problems. Such educative experiences offer occasions to test vocational and career possibilities. They provide helpful leads and references for future jobs. They help a student to become more responsible for himself and his education and provide first-hand understanding of the daily realities of an urban community, its facets, problems, and its possibilities. Such experiences, involving interaction with adults, are more effective in motivating young people to learn than large lectures, impersonal programmed curriculum packages, or pre-planned textbook courses.

It will not be easy to exploit these resources for the sake of education. Resources in an urban environment are not often neatly packaged for purposes of schooling--few things in real life are. It will not always be easy to predict what will be learned or to assess what has been learned from these resources. But the fact that great strides in human growth and development will have taken place in the student, as a result of their use, will not escape the notice of an effective teacher. The relatively new science of developing individualized educational objectives and measuring affective learning offer important new methods for the prediction and assessment of learning which takes place in experiential education.

More important, as far as the student is concerned, are the opportunities for initiative-taking, problem-solving, dialogue, action, involvement and decision-making. This will not only result in personal growth, but motivate the student to engage in higher level learnings, inspire within the student the desire to know more, to read more, to apply what he/she has learned in the classroom, to understand and to achieve.

Experiential education is not some new fad or untested panacea. Many of the more effective high school teachers in Detroit have been helping students to integrate experience with classroom instruction for years in spite of the barriers. In practically every major school system in the country, there are exemplary programs in field experience education. Too often these programs are designed for an elite few, confined to upper middle class suburban areas or isolated within an "alternative school". Detroit can do better than that. Detroit teachers and students in each and every high school have the talent, the imagination, the desire and the energy to develop effective programs in experiential education. Programs which bring Detroit's business, cultural, governmental, social service and academic institutions into a working relationship with Detroit's secondary schools--programs which begin to tap that vast reserve of educative resources just beyond the door of every school.

APPENDIX C

COMPARISON OF LINC WITH OTHER OUT-OF-CLASSROOM PROGRAMS

1. Career-Type Programs (Occupational Education, Distributive Education, Cooperative Education)

Similarities:

Both key-off students interests.

Both help student clarify personal goals.

Both include hand-on experience.

Both include involvement outside the classroom.

Both give credit.

Differences:

Career-Type Programs	LinC
Emphasis on needs of employer	Emphasis on needs of community
Individual oriented	Team or group oriented
Individual adjusts to system	Individual cooperates in shaping system
Serves job needs	Serves life needs
Student fits in	Student raises questions
Limited scope	Wholistic scope
Minimum constructive impact on school	Maximum constructive impact upon schools
Link with business and industry	Link with total community
Tradicional role of student and teacher	New collaborative role for student and teacher
Learning in relation to job skill	Learning in relation to life

Surely both are important and needed.

2. Alternative High Schools--(Metro High School, Chicago, Parkway, Philadelphia)

Similarities:

Both tend to use the city as classroom.

Both emphasize experiences.

Both feature student-teacher collaboration.

Both help raise questions and see life whole.

Both increase student responsibility.

Both give credit for learning activity.

Differences:

Alternative School	LinC
Separate from regular high school	Linked with high schools
Isolated from school system	Close to the school system
Away from local community	In the local community
Limited to a select few	Open to many
Three-year, full-time program	One semester full-time program
Limited change potential	Maximum change potential
Separate staff	Regular high school staff
Not focused on community development	Focused on community development

APPENDIX D

A MODEL LINC ORGANIZATIONAL OUTLINE

Structure

Many structural variations for LinC have been debated. One model which satisfies the LinC concept and goals is a three dimensional structure which provides the framework for a cooperative effort uniting community, students and educators in a programmatic process, an administrative process and a governance process.

1. Structure which facilitates the programmatic process--fifty students and three professional staff persons who satisfy LinC Council* criteria are selected from each participating high school at least one semester before the LinC Semester*. During the semester preceding the LinC Semester, they meet approximately three hours each week in a seminar at the high school for purposes of orientation and preparation. The LinC Semester Program is based at the LinC Semester Center*, a facility within the attendance area of the participating high school. By the end of the first project year, nine Centers will be in operation, fifteen during the second year, and a total of twenty-two are projected for project years three through five.

   From their home-base, the fifty-three LinC Semester Participants* in each center will be involved in a wide-range of

---

* See Glossary--Appendix E.

individual and group field experiences. They will begin with projects focusing on community problems and needs. From there, they will move out into the city, utilizing, and in many cases contracting* with, other specific community educative resources* as follow-up to local learning. Although a major portion of participant's time will be spent in field experiences*, regular seminars and instruction will be held at the LinC Semester Center.

At the end of the LinC Semester, participants will make a careful assessment of their educational/professional development, and make plans for their continuing education/professional role as they return to the high school to resume their respective activities. It may reasonably be expected that learning in community will continue to be a significant mode of teaching and learning for those who have experienced LinC. Those who wish to do so, and have the support of their principal, may continue to use the resources of LinC to the extent that it does not unduly burden the LinC Semester Program.

By prior agreement, and through appropriate mechanisms, all participants (both high school students and professional staff) will receive full academic credit for the semester's involvement in field experience education.

---

*See Glossary--Appendix E.

2. Structure which facilitates the governance process--At the foundation of the governance structure are the LinC Councils. These are formed at the individual participating high school level by the primary stakeholders: e.g., staff members from the high school, students from the high school and persons who are involved in community organizations* within the high school attendance area. The rights and responsibilities of the LinC Council are spelled out in the LinC Metro Charter*.

The Council sets policy for the LinC Semester Center, (within the limitations of the LinC Metro Charter and the negotiated agreement with the school system), helps the center to gain access to community educative resources, hires staff at the center level and, in league with all other LinC Councils, forms the membership of the LinC Metro Cooperative Inc.* LinC Metro elects its Board of Directors and develops its charter as an incorporated non-profit educational cooperative. LinC Metro seeks funding for the LinC Project, negotiates with the school system, coordinates the city-wide LinC program and is accountable for the disbursement of funds. The LinC Metro Board of Directors hires staff to carry out the mandates of the Board and the Charter in rendering service to the local LinC Councils and LinC Centers.

3. Structure which facilitates the administrative process--A team of five LinC support staff will assume a major share of the

responsibility for the administration of the LinC program at the two-three centers within each participating region. Team members include: a) learning facilitator, b) project facilitator, c) ombudsman, d) business manager, and e) unpaid College-University Interns.*

The LinC staff team will be a valuable resource for the fifty-three persons each semester at each LinC Semester Center. However, the major responsibility for the day-to-day operation of each center will be shared by the fifty-three center participants. The LinC staff team will also work toward a creative and mutually productive interface between the LinC program, the high school and the community.

LinC Metro support staff consists of: a) project coordinator, b) two resource coordinators, c) training coordinator, d) accountant, and e) secretaries. Their collective responsibility is to administer the LinC program as it extends beyond the individual high school attendance area in keeping with the mandate of the LinC Metro Board and the LinC Metro Charter. LinC Metro exists ultimately to serve as resource to the local LinC Semester Centers. This is especially true in terms of the coordination and supervision of the LinC program as it moves into such city-wide educative resources as higher education, government, business and industry.

The school establishment at appropriate levels negotiates with either/both the LinC Metro Board or the LinC Council an

agreement based on LinC Guidelines* concerning their respective rights and responsibilities in relation to the LinC program.

Target Population

During the fifteen semesters of LinC operation, and at the projected rate of center generation, approximately 13,500 senior high school students and 810 high school professional staff will have experienced the LinC Semester. It is impossible to predict the extent to which LinC-inspired field experiences will be incorporated into the regular high school program, but one might reasonably expect that numbers of students and staff, vastly beyond those involved in the LinC Semester, would soon begin to engage in a variety of community based learning experiences. A high priority will be given to supporting this transfer. In one sense, therefore, the target population is virtually every high school student who feels that he/she might benefit from field experience education.

The formula for LinC Semester participant selection will be a matter of negotiation between LinC and the school system. The formula should take into consideration sex, grade, demonstrated concern for the community, motivation and a balance between those who have been relatively successful in school and those who have been relatively unsuccessful.

The target population needs which LinC is designed to meet are:

1. Clarification of values and career interests/commitments;
2. The acquisition of skills and attitudes which will enable the

target population to cope, to develop personally/professionally and to contribute to the development of his/her community;

3. A chance to acquire and test skill in a style of leadership which lends itself to cooperative community development;
4. A chance to participate in a wide-range of guided educational experiences, and to extract learning from these and all of life's experiences.

The LinC Semester is designed to meet these general needs in particular ways as each LinC participant writes his/her own individualized learning objectives and participates in carefully defined learning activities.

Program

The LinC education program begins with an introductory three-hour per week seminar in the participants high school during the regular school semester preceding the LinC Semester. LinC staff will coordinate a seminar involving the fifty-three "recruits" in a group process consisting of four segments as follows:

1. Orientation and assessment--Classroom activities designed to encourage group formation, cooperation and assessment of group strengths and values. Discussion of every aspect of LinC philosophy, structure and program will be encouraged.
2. Exploration of community needs and resources--An overview of the community including preliminary assessment

of developmental needs and identification of organizations and other learning resources.

3. Introduction to skills in observation and analysis--How to be a keen observer - listener - analyst of people, institutions, events, and situations.
4. Goal-setting and contract building--An introduction to the rationale and procedure for individual and group goal-setting and the building of contracts for the initial weeks of LinC Semester activities.

A major purpose for this introductory seminar is to equip participants with the information and skills necessary to enable the group to manage its own affairs during the LinC Semester, drawing upon the LinC staff team only as an important resource. LinC "graduates" will also make a major contribution to the seminar.

The LinC Semester proper starts at the time when the next regular school semester begins. However, at this point the LinC Semester participants move to the LinC Semester Center located in a facility within the attendance area of each participating high school. Functioning out of the LinC Semester Center, the fifty-three participants carry out their individual and group goals and fulfill their individual and group-learning contracts as they engage in field experiences and center-based reflection and studies. The participants utilize resources found at the Center including their own members, a twelve-passenger van, a detailed inventory of optional field experiences, a typewriter, an audio tape recorder, a video tape system

(shared by the LinC Centers within each participating region), books, reading improvement technology, and the LinC staff team. Community resources for field experience during the initial weeks of the semester include the dozens of community organizations within the community--their problems, needs, programs, goals, aspirations, talents, tools, tasks and services. The semester's activity begins with this organization-based field experience as individual and small groups are involved in a variety of both LinC initiated and organiation initiated activities. From this base of carefully researched and articulated community needs, opportunities and problems, LinC participants will formulate spin-off goals, plans and contracts. Some will opt for greater depth of involvement with one or more community organizations, some will opt for related individual and/or group activities utilizing other field experience resources within or beyond the community. The purposes of LinC will be fulfilled in the field activities, the reflection and the instruction as participants, with the help of staff, build on their experiences toward their own educational development and ultimately the development of their community.

A series of pre-LinC and post-LinC assessments of participants' values, attitudes, communication skills, social skills, leadership skills, and learning skills will be used in relation to identical assessments of a control group in order to provide data for the continuing reformulation of the program and the establishment of increased credibility for field experience education.

The payoff for community development will be measured by periodic use of instruments to gather feedback from participating community organizations.

GLOSSARY

College Intern - A college student, preferably from the community, who is chosen by the LinC Semester Center from a participating college to share his/her particular expertise for a mutually agreed-upon time for college credit but without pay.

Community - The attendance area of a particular high school often including several sub-communities.

Community Development - The process by which any community or sub-community identifies its problems--potentials, and works toward their solution - fulfillment.

Community Educative Resources - Particular people, places, things, institutions, organizations, businesses, cultures and events within the attendance area of a high school which are available and judged to be of value for purposes of educational interaction by both teacher and student.

Community Organization - Any organization within the attendance area of a particular high school which perceives itself as contributing to the development of the community or any sub-community.

Contracting - See Learning Contract.

Field Experience Education - A comprehensive educational program which incorporates opportunities for field experience learning.

Field Experience Learning Interaction with those out-of-the-classroom resources which are judged by both student and teacher to have significant value in respect to the achievement of particular learning goals.

Leadership Development - The process of acquiring the attitudes, values, knowledge and skills necessary to influence others toward constructive action.

Learning Contract - An agreement between the major participants in field experience education: i.e., the educator, the resource supervisor and the student. The contract clearly states the objectives and responsibilities of each participant.

LinC Metro Charter - The By-Laws or Constitution of the LinC Metro Cooperative which spells out the rights, responsibilities and general function of each part of the LinC structure.

LinC Council - A community-based organization, the membership of which is open to school staff, members of community organizations, and students. The Councils establish the LinC Metro Cooperative and are administered according to the guidelines in the LinC Metro Charter of Incorporation.

LinC Council Steering Committee - A small group of residents within the attendance area of each participating high school whose purpose is to organize the LinC Council.

LinC Metro Advisory Council - A LinC support system made up of persons who have access to educative resources beyond the local community.

LinC Metro Cooperative Incorporated - A legal entity formed by LinC Councils and open exclusively to LinC Council membership. Its Board of Directors is responsible for the funding, the integrity, the coordination and the fiscal accountability of the entire LinC Program.

LinC Guidelines - The general and legal terms by which the various parts of the educational establishment agree to participate in the LinC Program. These guidelines will be written, endorsed and made a part of the final proposal.

LinC Semester - Designates that out-of-classroom portion of the LinC Program which takes place either during one of the regular school semesters or during the "summer semester" when participants are based at a LinC Semester Center.

LinC Semester Center - A facility within the attendance area of each participating high school which is used as "home base" for the fifty-three LinC Semester participants each semester.

LinC Semester Participant - One of the fifty senior high school students or three high school professional staff who has: a) applied for admission into the LinC Program; b) been accepted by the LinC Council; c) successfully completed the LinC seminar at the high school.

LinC Semester Staff - One of the two - five persons (depending upon the number of participating high schools within a region) who are hired by the LinC Councils within a region to facilitate the accomplishment of the LinC purpose. The college intern selected by the Center is an auxiliary staff person.

Metropolitan Educational Resource - Particular people, places, things, institutions, organizations, businesses, cultures and events beyond the attendance area of a high school which are available

and judged to be of value for purposes of field experience education by both teacher and learner.

Stakeholder - A person who has a direct state or self-interest in the success of LinC - i.e., students, educators, and persons working in community organizations for the development of the community.